Research Article

Brief Survey on Implementation of Islamic Education Management Guidance for Children Orphanage in Makassar
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A b s t r a c t
This research deals with human resources management for Islamic education including curriculum and instructional programs, teachers and educational staffs, facilities, budgets, and machines at three different levels of Islamic Schools in Banjarmasin, Kalimantan, Indonesia. This research employed qualitative approach which was oriented to the theoretical phenomenology and used multi-cases study design. Data were collected using in-depth interview, observation, and documentation. The analyses were done by having the following steps: data collection, data reduction, data display, and conclusion, drawing and verifying. The analysis involved individual case and cross cases analyses. The findings revealed the continuous improvement orientation, customer satisfaction and expectation fulfillment, implementation results control, and strategies to overcome resistance in curriculum, instructional program, teachers, educational staffs, facilities, budgets, and machines.

1. Introduction
The Process of caring of children through educational activities has been in existence throughout history and has now evolved to socio-cultural development of humans on the earth's surface. Special child care in Islamic education has been ongoing since the time of Nabi Muhammad, where he also acted as a caregiver, teacher or principal educator. After the death of Nabi Muhammad, Islamic education process is growing along with the spread of Islam to the rest of the region, including in the archipelago, Indonesia.
Ahmad M. Sewang suggested that the arrival of Islam to Indonesia, initially through trade and acceptance shows two different patterns, the bottom up and top down. Islam entered Indonesia in the 7th century AD or coinciding with the year 1 AH, and more widely affect the lives of the people of Indonesia, as well as being the main religion of the nation. The success of Islam has infiltrated into the midst of the people of Indonesia. In the beginning, it was not supported because of the lack existence of such organizations or propaganda methods that has made Islam as effective as it is today. Islamic organization at that time where maybe just an association of several people who shared the desire to spread the teachings of Islam. The organization, in part then focused on building activities of orphanage children through educational activities, such as Muhammadiyah and Nahdlatul Ulama.

The world of education has contributed significantly to the socio-economic development through the ways of improving the knowledge, skills, attitudes and productivity skills. Society in general, uses education for technology advancement in social and economic fields, because the benefits are extensive and can use in various fields. There by, making the development of education a major concern for all nations. Islamic Education in Indonesia is very important, that the government passed a Law, Act No. 20 of 2003 on National Education System, in which is mentioned that:

1. The Islamic Education organized by the Government and / or groups of followers of Islam, according to the legislation.

2. Islamic Education serves to prepare students to be members of the public who understand and practice the values of their religion and / or become a theologian.

3. Islamic education can be organized in formal education, non-formal and informal.

4. The Islamic Education shaped diniyah education, schools, and other such forms.

5. The provisions concerning Islamic education as referred to in paragraph (1), paragraph (2), (3) and (4) shall be further regulated by Government Regulation.

Act No. 20 of 2003 mentioned above, confirming the position of Islamic Education as an integral part of the national education aimed at creating human faith and fear of God Almighty. Thus, the core of the national education goals is faithfulness and devotion to God Almighty.
I. Research Problem

The principal issue this research seeks to examine here is how the implementation of Islamic Education Management in Pembina noble character in an orphanage in the city of Makassar?

This research seeks to answer the question raised above by answering these three questions:

1. How is the implementation of Islamic Education Management at the orphanage in Makassar?
2. What are the factors supporting and inhibiting the implementation of Islamic Education Management at the orphanage in Makassar?
3. How do the results of the implementation of Islamic Education Management in coaching moral values in the orphanage in Makassar?

II. Methodology

This research employed qualitative approach and used a case study research design. Data were collected using interview, observation, and documentation. The data analyzed include data from individual case and cross cases.

III. Findings

The implementation process of Islamic education management at the orphanage in Makassar City, including planning, implementation, organizing, and supervision, did not materialize. Therefore, the orphanage in Makassar City is considered to have failed to implement the management process in an integrated manner because it only emphasizes the teaching of the Qur'an, while other aspects of Islamic education such as teaching about the material of monotheism, worship, not being a concern, even those materials as an important part of the Islamic educational process is not taught formally or informally.

Factors supporting the implementation of Islamic Education Management at the orphanage in Makassar City, is the sincerity of nursing homes to carry out their duties and high commitment so that the implementation of Islamic education is still implemented although not maximal. Another contributing factor is that coaching can run fulltime because between the carer as the educator resides in the orphanage with the orphanage children, thus enabling the implementation of Islamic education continuously. While the
inhibiting factors, is the availability of very minimal funds, limited educational facilities and infrastructure, the mentality of different orphanage children cause difficulties in coaching, and because the nursing home with the discipline of non-Islamic education is not able to provide moral education

The result of the implementation of Islamic Education management in noble moral formation for orphanage children in Makassar City, is the achievement of output in the form of noble morals for the orphanage children, in contrast to other children outside the Orphanage. On the other hand, it was found out that the pattern of education in orphanage consists of three categories, namely authoritarian education, democratic education and permissive education, and the most dominant implementation is democratic education. Furthermore, there were found out about the type of orphanage in Makassar City, which is smart orphanage type, healthy orphanage type, harmonious orphanage type, green orphanage type, orphanage care type, orphanage care type and creative orphanage type.

IV. Conclusion

Process of the implementation of Islamic education management at the orphanage in Makassar, including planning, execution, organization, and supervision, did not materialize. The orphanage in Makassar failed to implement an integrated management process because it only emphasizes the teaching of the Koran, while other aspects of Islamic education such as teaching about the material monotheism, worship, dates was not a concern, even though such materials plays an important part in the process of Islamic education, it is not taught formally or informally in the orphanage.

REFERENCES

Al-Qur'an al-Karim